Examiners' Report
Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Sport (31542H)
Unit 19: Development and Provision of Sport and Physical Activity

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2021
Publications Code 31542H_2101_ER
All the material in this publication is copyright
© Pearson Education Ltd 2021

Introduction

This was the sixth examination series for Unit 19: Development and Provision of Sport and Physical Activity.

The task-based assessment followed the same format as the January 2020 paper, the sample assessment material as well as the additional sample assessment material. The task-based assessment was split into five open response questions with a total of 60 marks.

Question 1, a total of 10 marks, required learners to identify aims for their proposal linked to the case study – developing cricket at the club.

For question 2, a total of 5 marks, learners needed to give performance indicators which could be used to measure the aims identified in question 1.

Question 3, a total of 15 marks, required learners to propose activities which they could use to meet the aims of their proposal identified in question 1.

Question 4, a total of 5 marks, asked learners to provide resources they would need to complete their proposed activities from question 3.

The final question, a total of 25 marks, required learners to analyse the relationship between their proposal for developing a new cricket club and wider sports development concepts.

Introduction to the Overall Performance of the Unit

Learners performed well throughout the assessment and it was clear that most learners had been fully prepared for this task-based assessment. Learners accessed the case study well and demonstrated a good understanding of cricket and its relationship with wider sports development.

In question 1 some candidates were unable to access marks because they had not developed their aims around the three aims of sports development: inclusivity, participation and progression. The wider sports development concepts such as crime reduction and health should be addressed in question 5 and not question 1 which focuses on the three aims of sports development.

Question 2, the majority of candidates were able to discuss relevant key performance indicators and accessed the question well.

Some candidates answered Question 3 very well by demonstrating their proposed activities and providing a rationale, but often little current research was provided.

Question 4 was answered well by the majority of candidates, they were able to identify correct resources which were appropriate for their chosen activities (from question 3).

Some candidates scored lower on question 5 due to limited research being used and applied within this question.

Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Q1 – Provide and justify aims to meet your proposal.

For this task learners needed to identify targeted aims which demonstrate specific knowledge and understanding of sports development and its application to the case study – developing cricket and sport at the club. Learners were expected to provide a justification for the targeted aims which demonstrate specific relevance to the case study. There will also be a justification for the targeted aims which demonstrates specific links to the case study. There will be links to the three aims of sports development: participation, inclusion and talent development. For example, increase participation in cricket, develop children and elite cricketers along the continuum (sports development), create more (cricket) activities for specific groups (disability groups, women, children). There will be evidence of current research (up to date and examples from the last 10 years) which have been applied and referenced to the case study and used in selection of the aims.

Learner's responses gained marks in one of the three mark bands:

Mark band 1: 1-4 marks
Mark band 2: 5-7 marks
Mark band 3: 8-10 marks

This response was placed in band 3 and awarded 8 marks out of 10.

My first aim is to increase participation at the Cricket Clubs. According to statista.com 294,000 people participated in Cricket in 2020 playing at 3 different levels of participation. Recreational is where people engage during there free time. It is also enjoyable and has benefits but mainly playing because the activity itself is less important than the reason you are participating. The next level is competitive which is played with set rules and boundaries, the ultimate aim of winning and it should be less of a focus to win for young athletes. Finally professional which includes payment of a wage/salary. It is also likely to only be elite athletes and anyone who is paid to support professional sport is also considered a professional. By participating in Cricket you would also be gaining a lot of positives including improved endurance, improved stamina, balance and coordination, improved sleep and improved mental health.

My second aim is to increase inclusivity at the Cricket club ranging from gender neutral activities to disability sessions. According to Statista.com 1.6 million disabled people participate weekly in sport. England has a professional learning and physical disability cricket

team that plays proffessionally. According to Statista.com 60,000 women participated in cricket compared to 230,000 men which is almost 4 times more. There are 5 barriers to participation. Firstofall is Gender meaning some Sports are for men or women only. Age older people are often less active so it is harder to participate. Socio-economic which is the type of activity sometimes depends on your income. Ethnicity which is different backgrounds have their own religious and cultural differences and Disability because there could be a lack of specialised equipment. Solutions to barriers include Education and Publicity which you should create and distribute Positive images and reinforce stereo types, Stage training where I could offer specialist training and access to resources and facilities where I can ensure appropriate parking lighting and transport links. My final aim is to increase participation in childrens cricket. The ECB and Icc had a similar aim they used the cricket world cup as advertising to inspire 1million people aged between 5 and 12 in conjuction with a chance to shine. former cricket Players Isa Guha and Graeme Swan joined with current cricket Players David willey and Heather knight along with local children from St edwards primary school. Steve Elworthy, managing director of Icc cricket world cup 2019 said " The ICC cricket world cup arrives back to England and Wales for the first time in 20 years and now is the time to sieze the price less opportunity

and use the tournament as a platform for growth to create a new generation of fans and players.

The response includes evidence of four targeted aims which have been justified and linked to the case study. The response demonstrates a specific knowledge of sports development in cricket by referring to: Increasing participation in cricket, targeting children from 9-12 years, linking both of these directly to progression along the sports development continuum levels from recreational to elite when participating. Increasing inclusivity, targeting the elderly, gender and disabled. There was a rationale presented for all aims which were linked directly to the case study.

The response includes evidence of current research being applied and referenced to the case study and the proposed aims. Research from the ECB, current participation stats, disability stats linked to participation, gender stats linked to participation and a current cricket world cup quote allowed for the evidence to be awarded the top of band for research.

To achieve a higher mark the response could include further information which justifies the aims in relation to the case study for example the benefit to the club of promoting inclusion or how increasing participation at the club could help to develop other sport/activities in the local area.

This response was placed in band 2 and awarded 6 marks out of 10.

1. Increase participation of cricket at the club + gain members
2. Increase inclusivity levels at the club
3. Develop younger players from beginners to potential team players.

(1) Firstly, the most important aim of this initiative is to improve the participation rates of Cricket at the club. This is most beneficial as it creates an opportunity to promote cricket to families and children in the local area. As of 2013, 22.5% of secondary school students had participated in cricket at least once a month, with that dropping to 12% in 2018, as weekly participants. In addition to this, only 5.2% of 5-10 year olds participated in cricket. These are drastically low participation rates so the aim of this initiative is to contribute to the increase in participation rates.

(2) Secondly, another aim of our initiative is to break certain participation barriers and maximise the inclusivity levels of participants of the club. This would be beneficial to the cricket as it is increasing the number of potential participants

but on the other hand it could create potential team opportunities in the future such as a girl's team for example. This may also have ~~an eff~~ a positive effect on the clubs reputation and reliability to other future participants.

③ Finally, we hope that our initiative will be able to develop young players' performance, improving from beginners to potential weekly team players. This will therefore move these young players along the sports development continuum, from participation to potential excellence with the correct amount of time and training. This will benefit the clubs reputation also as their quality of performance would increase and the future team performance would improve.

The response includes evidence of 3 targeted aims which demonstrate a good knowledge and understanding of sports development. Increase participation levels in children and families. Increase the level of inclusivity, more girls taking part. Lastly, progress the young participants level of sport, get individuals to progress to excellence levels. These aims have some rationale and are linked to the case study.

The response has limited evidence of research though does make reference to current participation stats though does give the source.

To achieve a higher mark the response could include a justification of the chosen aims with and further explanation of why they are relevant to the case study. The references could also be developed to include a source as well as date for currency.

Q2 – Provide appropriate performance indicators and link them to your proposal aims.

For this task learners will be able to identify relevant performance indicators which demonstrate specific linkage to the aims selected in question 1. There will be evidence of current research which has been applied and referenced to the case study and used in selection of the performance indicators.

Good examples will include reference to measuring the success of the scheme or initiative by reviewing the number of participants who took part in activities/sessions or members who have joined the cricket club. This could be reviewed throughout the activity lifespan to see whether people who participated in activities/sessions are continuing and whether they have become members at the cricket club. Learners could explain how registers can be used to record the number of participants attending specialist cricket coaching sessions, how they can be monitored over different time periods. And how questionnaires and surveys could be issued to gain feedback about the popularity and appropriateness of club activities and the clubs' potential facilities.

Learner's responses gained marks in one of the two mark bands:

Mark band 1: 1-3 marks
Mark band 2: 4-5 marks

This response was placed in band 2 and awarded 5 marks out of 5.

Key Performance Indicators known as KPIs are ways to measure levels of specific things in clubs such as membership levels and participation rates.

One KPI is primary and secondary data. Primary data is what information is gathered from your club itself and is a way to see how many members are at the club and Secondary data is information already given and from external sources such as Sport England who do an Active life Survey every year measuring participation levels in Sports. ~~even~~ Using Sport Englands data means you can compare your primary data to the participation levels at the club and overall nationally in Cricket.

Another KPI is the tracking of membership and levels of money coming into the club. This can be used to show the difference in the local area if there are competitors and can be a way to show what is going well and what isn't.

A KPI for when the club to open would be benchmarking and using quality schemes in order to make the club get on track. Using national schemes like ~~[illegible]~~ ~~clubmark~~ clubmark is a benefit as lots of people would ~~[illegible]~~ notice it and know the club is trying its best to meet high standards.

For the club first opening KPIs like tracking what schools, areas and no. people showing up to the events will help give a rough estimation of how many people are interested in this new cricket club and the demographics it's attracting too.
As membership fees are paid yearly / weekly match fees are in place, it will be good to track the income too and see what the club is doing best at later down the line.

The response has several different and relevant methods to measure success/PIs. Primary and secondary data identified then linked to Active Lives survey, tracking of membership uptake and levels of money, benchmarking and Quality Schemes identified then linked to using Clubmark, tracking participation at events and income tracking. The methods used to measure PI's addressed the aims from Q1.

Research was included in the response and, with reference to the Sport England Active Lives Survey linked to cricket. All performance indicators are appropriate to the learners aims and are linked to the case study. The information demonstrated a sound knowledge of sports development.

This response was placed in band 1 and awarded 3 marks out of 5.

① Firstly, to record levels of participation, before each session begins, the coaches will be asked to take registers of kids' names that participation. Through these registers over the course of the 10 weeks training, we will be able track both the number of members but also the number of regular ~~attendees~~ participants, which will enable coaches to recognise the determination of some of the players.

② Secondly, after every fortnight of sessions, the club would provide the kids with a small survey to measure the levels of enjoyment and inclusivity. The levels of these surveys will be varied in size depending on who it is - for example for younger, primary school kids, the coaches would verbally ask them small questions whereas for the older students we may hand them forms to fill in before the next session. This primary data allows the ~~coach~~ coaches ~~to~~ ~~rego~~ recognise the inclusivity and take it into considerations for future sessions.

③ Finally, to help measure the development of the young players, we will provide ~~for the young~~ benchmarks for the young players to hit and these will range in difficulty depending on age and skill level. These benchmarks could range from number of successful hits to number of completed runs. It's all dependant on the skill levels of the players

In contrast to which benchmarks are set. These benchmarks could both be personally set or set by the coach but it's the coache's job to keep an eye and keep track to enable them to track the progress.

The response has identified three different performance indicators which can be used to measure their aims. The use of registers to measure participation in activities, use of a survey to measure enjoyment and inclusion, and lastly benchmarking to track progress. The response does not include any relevant research.

To achieve a higher mark the response could include different PI's which can be used to measure the success of the aims identified in question 1. There could also be evidence of research applied.

Q3 Provide and justify the activities you have chosen to meet the aims of your proposal.

For this task learners will be able to propose activities which demonstrate specific relevance to the aims selected in question 1, these will show an in-depth knowledge of sports development. Learners were expected to justify the proposed activities with relevance to the case study. The proposed activities will have an appropriate and realistic timeframe for carrying out and scheduling the proposed activities. There will be evidence of current research which has been applied and referenced to the case study and used in selection of the proposed activities. This could be in the form of events previously used in other local cricket clubs or other sports clubs used to develop sport locally or nationally.

Good responses will have included examples activities such as cricket sessions which allow kids to go for free so that everyone can attend, specialist coaching sessions, school links with local schools, links to the ECB and advertising activities on different media platforms.

Learner's responses gained marks in one of the four mark bands:

Mark band 1: 1-4 marks
Mark band 2: 5-8 marks
Mark band 3: 9-12 marks
Mark band 4: 13-15 marks

This response was placed in band 4 and awarded 14 marks out of 15.

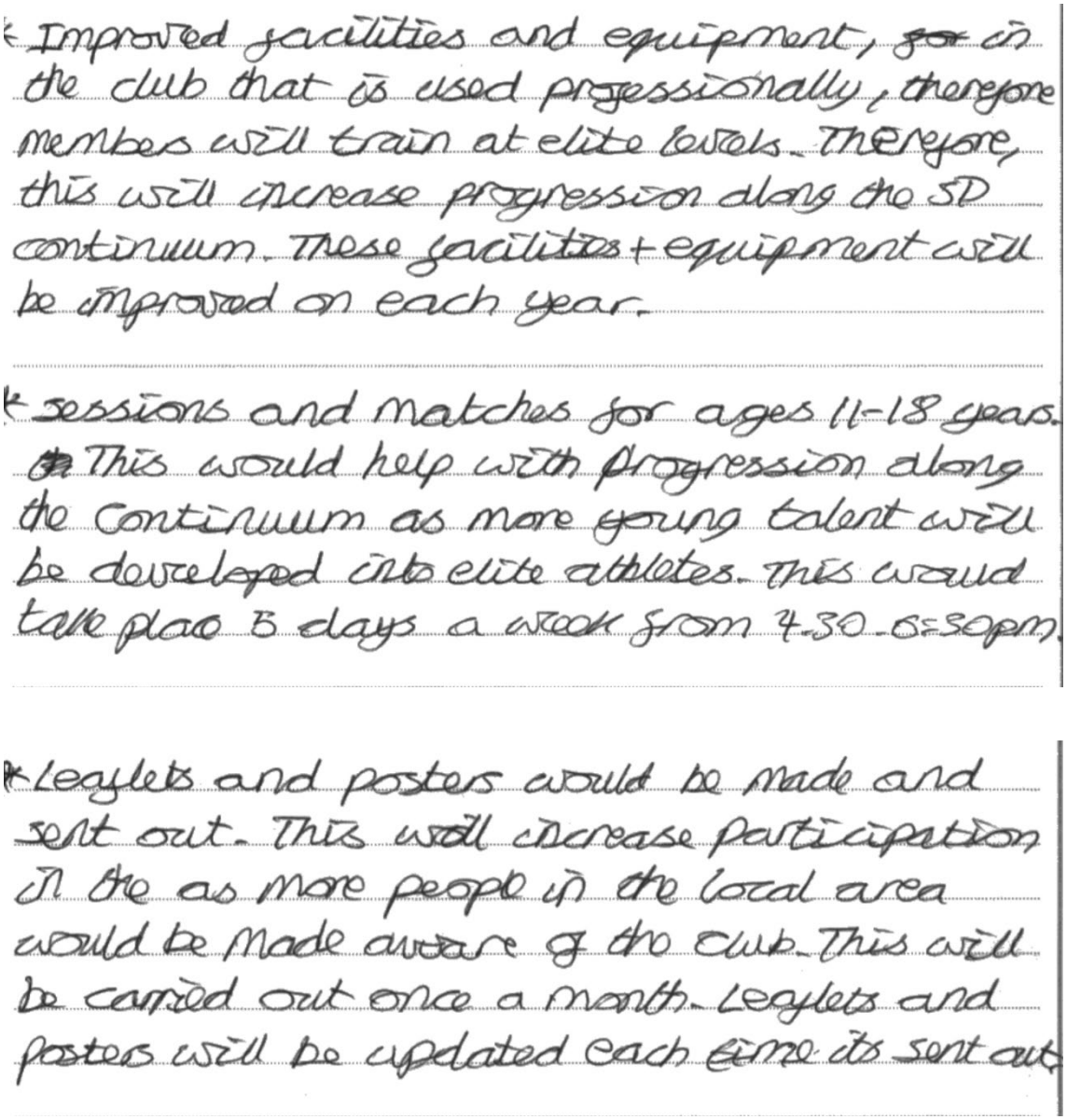
The first activity I will carry out is free trial sessions each week, on a Monday, where new members will be able to see the, and join it later on. This would increase participation as people lower down the socio classes will also be able to become members. These sessions would be carried out for 2 hours on a Monday. Members will be able to see that what the club has to offer them and experience training.

I will carry out adult only matches, where professional matches will be played between adults and there will be a lot of competition. This would increase inclusivity as people playing cricket would increase for different age groups, especially adults. These sessions would be carried out from ~~3-5pm~~ 6.30-8.30pm on a Sunday, as all 9-5 workers will be able to attend working for 5 days a week. ~~Research shows that~~ Research from GOV-UK shows that two thirds of the working population still does a 9-5. 2017.

Another activity I will carry out is separate sessions for females only with female coaches This would increase inclusivity because more females would play cricket and become membes in the club. These sessions would be carried out twice a week, on a wednesday + Monday from 3-5pm. Research from Harrow stats show that in 2011, the population of Harrow was 239,036 and was 51% females + 49% males. This means increasing female participation would benefit the club.

Professional coaches in the club, where they'll be able to train participants to a high and professional level. This would help with progression along the continuum as more people will train at an elite level. These sessions would be carried out for 2 hours, twice a week, on a Tuesday + Saturday, where people working on different days will be able to attend.

Training sessions at a discounted rate for all people. This would increase participation in the club. Sessions will be carried out one day, each week, on a ~~wednesday~~ saturday for ~~one~~ 1.30 mins. Most people will be able to attend.


* Improved facilities and equipment, ~~for~~ in the club that is used professionally, therefore members will train at elite levels. Therefore, this will increase progression along the SD continuum. These facilities + equipment will be improved on each year.

* sessions and matches for ages 11-18 years. This would help with progression along the continuum as more young talent will be developed into elite athletes. This would take place 5 days a week from 4.30-6:30pm.

* Leaflets and posters would be made and sent out. This will increase participation in the as more people in the local area would be made aware of the club. This will be carried out once a month. Leaflets and posters will be updated each time its sent out.

The response includes proposed activities which are linked to their aims and are all relevant to the case study. The activities include: Free trial sessions, adult only matches, female sessions, specialist coaching, discounted training sessions, sessions and matches for 11–18 year-olds and advertising of club and activities.

The response provided justification for the selected activities and has shown evidence of some good knowledge of sport development. Relevant research was included was included via www.gov.uk and Harrow stats.

To achieve a higher mark the response must include full justification for the proposed activities.

This response was placed in band 3 and awarded 9 marks out of 15.

the Activities chosen are as followed:
Team Relay Runs | partners of 3x (3 laps)
(will help build bonds and teamwork)

Ball throwing back and ~~four~~ forth
(will help enable ~~the~~ the skill of
~~to~~ throwing and catching)

2nd session
teaching How the Rules are played
(creates understending)

playing the first practice Matches
(creates understending and experience)

3rd session
Creating teams for the leauge
(will help with teamwork)

playing a small and short Match
(will help build team trust and confidence)

completing these teams sessions will help massively to help build there trust and confidence

playing the matches - will help the teams work as teams and build the teams communication strength and trust.

~~Creating teams for the teams~~

The task of throwing the ball back and forth - will help create bonds with eachother, to help as working in pairs or even a team and can also help with eye to co-ordination which is a big part of cricket.

Creating the teams - will be the most effective because building teamwork skills with others has already helped for them to be put into a different team with different people and which they will need to use that skill that they learned in a whole new scenario.

Activites for 5 - 10 years old participation

The groups will be achieved and made in a funday like activity where they get a chance to make new friends and create new opportunites to make friend groups and will make the learning of cricket fun, the activites will be cricket like movement and play style activites like :
Ball throwing in pairs
Hitting the ball in pair
Relay running in teams
letting them discove skills on their own
parent and kid traing

parent and kid training
training with a parent, the trust is already there and no one is to play better with than someone who has taught you everything and will help make the learning process alot easier because of the influence.

5-10 years participation will boost by letting the discover new skills on their own.

Hitting the ball back and forth with a partner will create team position opportunities for them and will help create future bonds and teams, they can also practice doing these Activities, which will help for future opportunities.

Doing an Activity like a Relay Run can create skills like speed and agility, it will also help working in teams when running and handing items and building your way up and will also keep you staying ahead.

The response includes a range of activities including team relay runs linked to teamwork, ball throwing and catching practice linked to improving cricket skills, session targeting cricket practice and teaching rules of game, league matches and a fun day. All activities have specific relevance to their proposal aims outlined in activity 1 but there is no evidence of relevant research although there has been some rationale for the activities identified.

To achieve a higher mark the response must include evidence of current research being applied and referenced to the case study. There should also be a wider range of activities which are justified to meet the aims in question 1 as well as providing realistic timeframes for each.

Q4 – Provide and justify the resources you would choose to complete your proposed activities.

For this task learners will be able to identify resources for the proposed activities selected in question 3. The resources will show specific relevance to the aims identified in question 1 and will show a deep understanding of sports development. Learners should justify their selection of resources which are realistic in the context of their proposed activities. There will be resources from all three types, physical, fiscal/financial and human. There will be evidence of current research which has been applied and referenced to the case study and used in selection of resources needed for the proposed activities.

Good responses will include examples of all three types of resources with examples which are relevant to the case study and the learners proposed activities e.g., Physical – facilities and specific cricket equipment. Human – staff, coaches, volunteers, journalists and Fiscal/Financial – money for equipment/food/transport/prizes, sponsors, hiring equipment/venues.

Learner's responses gained marks in one of the two mark bands:

Mark band 1: 1-3 marks
Mark band 2: 4-5 marks

This response was placed in band 2 and awarded 5 marks out of 5.

6 weeks of taster sessions to increase participation:
Human Resource - we will need a mass of qualified coaches, first aiders, and role models from each demographic. For example, having a successful women's cricketer to encourage young girls to get involved and be inspired to be more like them. We need the coaches because the sessions cannot be ran without someone leading them and we need first aiders to give participants peace of mind that they are safe and can participate safely.
Physical Resource - we will need all of the equipment for the sessions (bats, balls, wickets etc.) as well as a venue and appropriate facilities like toilets and a carpark so that the attendants can have the most comfortable and enjoyable experience and want to return.

Financial resource - we will need to pay the coaches and pay for the electrics and heating at the club's venue. To pay for these two costs we could aim to get money from the local council and then apply for Sport England's 'Sportsmatch Programe' in which they will match an sponsorship and funding we are able to get in order 'to deliver a new community project to grow participation' in cricket.

Pearson BTEC

Increasing Advertisement to Raise Awareness:

Human Resource - we will need someone to be in charge of the social media accounts and what is posted. We will need someone to design the posters for schools and local shops and we will need a representative to go and do assemblies for the children (someone who is confident and knowledgable on the club).

Physical Resource - we will not need much for this, mainly we need the technology to post on social media and make the poster, as well as paper and a printer to get the posters published. We will also need club kit for the representative to wear whilst giving the assemblies and a projector to show the presentation that we make to engage the attention of the audience.

Financial Resource - this is not an overly expensive thing to fund and so through links with local publishing companies and kit designers we will aim to get sponsorship that will pay for all printing and development of posters and kit. Therefore no additional money is required.

Hosting a tournament to progress along the continuum:

Human Resource - we will need officials, coaches for each team, people to staff the cafe and first aiders on the sidelines incase of any injuries. Also still having the role models is crutial to encouraging and inspiring the young athletes to get involved and try hard.

Physical Resource - we will need balls, wickets, kit for each player, a venue to play outdoors and food and drinks to sell.
Financial Resource - we will need to buy all of the equipment and kit and food and hire a venue to play at. In order to fund this, I recommend that we apply for a 'Small Grants' fund from Sport England as they are designed 'to support local community sports projects that seek to increase participation and improve performance'.

As one additional means of funding we can also look to get money from the 'making sport inclusive' investment that Equality and Human Rights Commission made of £450,000 to boost participation in females, ethnic minorities and disabled people, which is exactly what we are doing.

The response shows that resources have been identified which are appropriate for their proposed activities, these are 'realistic' and are relevant to the context of their aims. There is an explanation as to why these resources are needed for the activities including: Human including staff, coaches, officials and first aiders, Physical – equipment, kit, venue, facilities, Financial – funding from Sport England grants or Making Sport Inclusive Investment; these also link to research being applied to the resources needed. Lastly Technology has also been discussed in relation to advertising via social media.

This response was placed in band 1 and awarded 3 marks out of 5.

Human

Human resources we require are coaches, Umpires, Volunteers and Club staff. Coaches will take control of the weekly sessions, training and developing the kids' performances. However when it comes to the games we ~~have~~ will need Umpires to help referee the matches that are played ensuring that they are played to the correct standard. Volunteers may include community members, family members, parents etc. These volunteers may help with food at the Fun Weekend but it will save the club money as they don't require payment however Club staff will require payment in the bar for example or cleaners as well as the coaches.

Physical

The major physical resource is the cricket equipment which could range from wooden and plastic bats and stumps, hard and soft cricket balls, pads, helmets as well as the specific club clothing. A second major physical resource we ~~have~~ will require are the competition and tournament prizes - These could range from cricket equipment to medals. These are incentives to partake in our competitions so these will benefit the club and boost participation. Final physical resource we require is food and drink stock for the bar. If the activities were to be extremely, we will need to be sure that the club will be able to meet demands of

customers.

Financial

Our initiative may require external funding from external stakeholders such as ECB or any local county cricket board. This funding will allow us to run the initiative efficiently and to the best quality which will hopefully boost its popularity and gain more participants.

The response includes resources from all three types, Human – coaches, umpires, volunteers, club staff, Physical – cricket equipment, prizes, food and drink and Financial – funding from stakeholders/ECB. There is limited evidence of research - ECB. The resources identified are realistic though no justification has been attempted.

To achieve a higher mark the response should include evidence of relevant research being applied and referenced to the case study. All the resources should be justified in the context of the chosen proposed activities.

Q5 – Analyse the interrelationship between your proposal and wider sports development concepts.

For this task learners will focus on demonstrating an analysis of the interrelationship between their proposal and wider sports development concepts. Learners are expected to provide a justification which is relevant to sports development. Learners will provide relevant examples of the pro's and cons of their proposal and its impact locally and in a wider context. Evidence of research will be present and applied and referenced to the relationships. This will be in the form of quotes, data and statistics. There may be examples of club or events relevant to developing cricket and cricket clubs or justifications for how other clubs, local, national and international, link to wider sports development and how they have impacted upon the development of cricket such as the impact of the work of the England & Wales Cricket Board (ECB) and different types of cricket events in the UK and internationally.

Good responses may include reference to health and social benefits which may include stats/data about the impact of participating in cricket and physical activity on health, reduction of diseases and the benefits to mental health, community cohesion and bringing people together through cricket, regeneration, crime reduction such as local cricket events, competitions and club sessions aimed at keeping young people involved in sport, elite progression and development along the sports continuum including talent identification, jobs and examples of the different roles needed to run a successful cricket club or event, ethical sponsorship and the need for appropriate sponsors, the impact on the environment of cricket tournaments, this might include researched examples from national and international events such as The Ashes, Cricket World Cup and removing barriers to participation to promote inclusion and enable all to take part in cricket and physical activity.

Learner's responses gained marks in one of the five mark bands:

Mark band 1: 1-5 marks
Mark band 2: 6-10 marks
Mark band 3: 11-15 marks
Mark band 4: 16-20 marks
Mark band 5: 21-25 marks

This response was placed in band 5 and awarded 23 marks out of 25.

In Sports Development, it is important to find what works at local level but the ability to see the impact in the wider sporting world.
For cricket, as the Sports Development Officer, working at a local level to get participation rates up and ensure people are accessing sports, it is clear to see how it can impact a wide area with all different aspects such as ~~health~~ health and wellbeing, crime, regeneration and community cohesion.

Firstly, for health and wellbeing, it is important for people to participate in any form of physical activity to keep fit and healthy. In the local area, by introducing cricket more people getting involved will be getting time to exercise whilst having fun and this will help reduce the amount of people in the local area accessing places like the NHS and the things like mental health services as they are exercising and staying active, as endorphins are released into the brain during physical activity less people will be depressed and anxious taking the strain

off of the NHS. On the wider development Perspective, it is playing a major role at keeping the NHS at a stable level in the whole of England. The NHS says that regular exercise reduces the risk of heart disease by 35%, Osteoporosis by 83% and Depression / Dementia by 30%. This shows that introducing clubs, new sports to an area, people are benefiting their lives. The NHS run initiatives like Couch to 5K which is important for those who never really take part in physical activity and to get them active. Cricket can influence health and wellbeing massively and this is shown by how the sport is - it is very active and fast paced meaning it can be 'regular' exercise for lots of people.

In Cricket, participation levels are also very important because ~~the~~ a majority of people in the UK 25.5% are inactive (from Sport England Active Life Survey 2019-2020). To get that percentage lower than 1/4 of the population is important as everyone should keep active. This links to Health and Wellbeing again as well as Cricket. As schemes set up like Chance to Shine have helped over 5 million people get involved in cricket, meaning health and wellbeing levels are being influenced

as Participation is increasing. Other wider development concepts such as community cohesion is impacted by participation levels. Community cohesion is where people are brought together in the community, creating similar opportunities for everyone. Over a 4 year period cricket bases have decreased - in 2016, there were more than 364,000 people 16+ taking part, in 2019 the number dropped to 292,000. Sport England have said this is the 5th largest decrease in Participation in Sports overall. This means that schemes like, Breaking Boundaries set up by Seeming Equals, are important. Breaking Boundaries ensures that they can bring youths together to play Cricket without it being competitive. Helping individuals find their voice, building a social connection. The ages they aim at are 14-25 in 5 cities such as Manchester, London and Birmingham. It was set up in 2018 and is set to continue until 2021 and is funded by partners, foundations and the government (Key Stakeholders)
To show inclusivity as well, ~~schemes like it~~ the NGB, England Cricket Board have set an action plan for Women & Girls cricket. The end goal is to make it a balanced gender sport.

Set up in 2020 and set to end 2024- £20m. worth of funding has been put in already and an aim of £50m is a goal for 5years. This also links to Talent and Progression as a pathway is available - 40 contracts to join Englands Cricket Team. There have been pilot programmes at over 6000clubs. This shows that the NGB focus on inclusivity and participation in the sport.

Cricket has also helped the wides context of Regeneration especially economically in England. This is due to the Cricket World Cup in 2019. A £350m boost to the UK economy as matches were here due to host nations. Over 650,000 people were brought together, all the way to London, leaving a £65 million impact on the economy directly. Leaving a legacy too as the finals were held in the UK

// Cricket has also helped regenerate areas socially to make people feel safer in there area, Crime has reduced due to participation initiatives such as Chance to Shine Street, this was set up for people to play cricket on the street and spend their time more wisely, There are regular leagues and tournaments. 85 c/o of people also weren't part of a cricket club and had little experience, helping improve participation overall.

This all shows that Cricket can have a wider impact on the whole development overall and

help with important aspects such as health and wellbeing, crime reduction and getting the entire country more active and find sports they may never have wanted to try before. Also Inspiring the next generation in Sports and to progress in cricket -especially women to play for the National Team.

Events like the Cricket world cup leaves a legacy and impact on people as they will remember the events and for the 650,000 who travelled from far + wide will have a memory and possibly an influence on them participating in the Sport themselves.

The response identifies several sports development concepts which link to their proposal and the interrelationship between the wider concepts. The response shows evidence of research through their knowledge of sports development alongside specific examples of concepts: Health & Well-being, Mental Health, Crime reduction, Regeneration, Community Cohesion, Social benefits, Talent Development, Finance and Legacy.

The response includes research with reference to the NHS link to health and well-being and mental health, NHS statistics linked to cricket as well as linking to Couch to 5K and health benefits, Sport England current stats linked to cricket and health and well-being, Sport England cricket stats, Sporting Equals, Breaking Boundaries, ECB Women and Girls current reference, Chance to Shine linked to crime reduction and Cricket World Cup linked to regeneration and finance.

To achieve higher marks the response all concepts should be fully justified in relation to their proposal as well as sports development.

This response was placed in band 4 and awarded 16 marks out of 25.

The first wider concept is Health and well-being. Health and well-being is split into 3 parts; Physical health and well-being this is to do with the body and what it is capalble of good physical health and well-being can reduce illness such as obesity. Mental health and well-being which is the mood of a person and how they go about things such as improve mood through endophins. Social health and well-being how soneone is around other People, reduce loinliness especially in people over 65. This needs improving as people become very effected by this. However sone people are not willing to socialise with orthers or by physically or mentally well.

The second wider concept is Community cohesion. This is where the community is brought together by sonething often a sport or sporting event. This is better for the community as ~~to~~ people become familiar with one another and often Make new friends. However there will be people within

the community that will not get on which could have an effect on others.

The third wider concept is Education. Sports for some people can have a good effect on their learning abilities as they are more disaplined and focused. This is a huge benifit as it allows students to continue to be active, while also achieving well in their exams. However sports can often have a negative impact as students can becone more focussed on sports over their studies.

The fourth wider concept is crime reduction. Sports promotes disipline within people meaning that they are more likely not to participate in crime. Also sports keeps people busy meaning that they do not have the time and energy to cause distruption. for example boxing allows people to fight in a controlled manner while haveing respect for their opponent. However clubs could say that if any action regarding fighting takes place outside of the ring the person is banned from the club.

The fifth wider concept is regeneration. Regeneration is changing old unused equipment, places, pathways etc into useful things that can benefit people in the longer run. For example where the olympic park stands used to be just waste land which is now a huge tourist attraction and has benifited local shops and stores. However this took years of planning, and cost millions of pounds which the country are still in debt to.

The sixth wider concept is Media and commercialisation. This is promoting sporting events to a worldwide audience, while also giving companies the opperturnity to sponser a sporting event and using the golden triangle effect, linking media, sports and sponsorships together to bounce off each other. For example a sponsor was able to sponsor the olympic games to work with the sport and media. However these choices are not always suitable as McDonalds sponsored the olympic games which contradicts the fact of eating healthy and staying in shape.

The Seventh wider concept is Global vs local Sporting events. Global events get far more attention than local events due to them being publisted on a wider schale which creates an environment of people who will go out of their way to watch it, however would not for a small local event. This will take away the importance to some people of a local event. However it could have a more significant impact on their local town than a world wide global event.

The response identifies nine different areas of sports development, or concepts, which have been linked to the proposal and the case study. Health & Well-being, Mental Health, Social Benefits, Community Cohesion, Education, Crime Reduction, Regeneration, Media, Sponsorship and Environment. These concepts are all relevant to sports development and all of them have been explained in their links to the case study. The response includes research – Link to the Olympic Park and Regeneration, and McDonalds Sponsoring the Olympics – Limited linkage to concepts and proposal.

To achieve a higher mark the response should include evidence of the research being referenced (source, date) as well as being applied to the relationships discussed. There could also be justification of their aims which links to the research and the concepts given for sports development.

Summary

Please make sure that all centres read the Administrative Support Guide document for BTEC National in Sport that can be found on the Pearson Website at:

https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments&filterQuery=category:Pearson-UK:Document-Type%2FAdministrative-support-guide

Question 1 was answered well by most learners. Learners had focussed on the aims of sports development, increase participation, promote inclusivity and talent development – these three aims should have been the building blocks for learners aims in this activity/question. Aims must not be given which were a repeat of the information provided in the case study e.g., the plan is for the cricket club to have two adult teams and five teams for different age groups from 5 to 17 years old.

The aims should focus on SD and not it's effect for example, an aim could be to increase the number of young people participating regularly in cricket – an effect of this aim might be to reduce health issues, to reduce health issues is not an explicit aim of SD.

Question 5 should contain more evidence of appropriate research which has been carried out in the 8 hours and applied to this activity. The research must be current, referenced and linked to the case study and the learners aims/proposal.

Based on their performance on this paper, learners should:

- Use the assessment criteria in the mark scheme for each task to guide you and ensure you cover all the content needed for each activity.
- Read and understand Part A to enable you to make concise and useful notes to take into Part B.
- Research all areas of sports development which are relevant to the case study given in Part A, the named role (coach, sports leader etc), the sport and the scenario (sports club, community centre etc).
- When answering questions **refer to your notes made** with Part A and make sure that the content you use to is related to the case study.
- **Provide evidence of research being applied and referenced to the case study. This should include quotes, statistics and data.**

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom